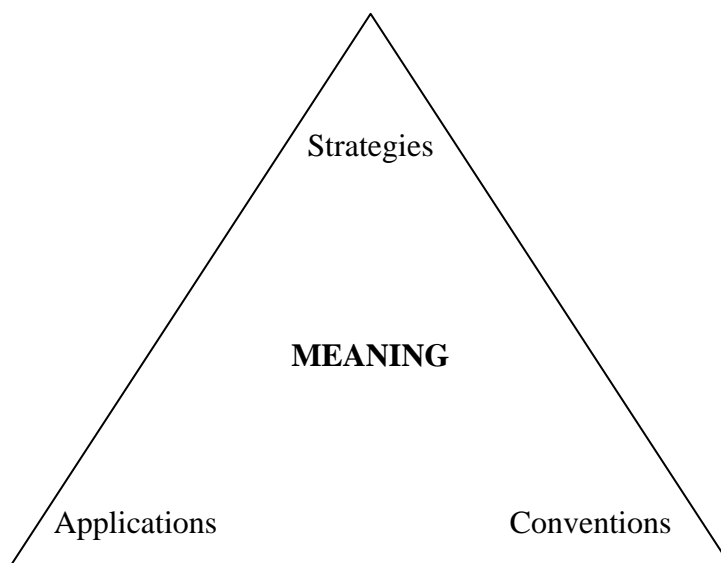


GRADES K-6
Listening and Speaking Rubrics

These rubrics are intended to provide a shared lens for the analysis of student listening and speaking in a standards-based system. Examining the components of listening and speaking provides a strategic focus for analysis and instruction. In practice, these interconnected components are directed toward conveying meaning for an authentic purpose and a real audience. It is essential to understand that meaning is the core of listening and speaking across applications and grade levels.



“No more important public service exists than to ensure that when children leave our schools as young adults, they are empowered with the language skills they need to be successful, contributing members of an information society that relies increasingly on the power and richness of language for effective communication.”

Reading Language Arts Framework for California
Public Schools

The following abbreviations are used to reference the *Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve* (CDE, 1999):

<i>WS</i>	Writing Strategies
<i>WA</i>	Writing Applications
<i>RC</i>	Reading Comprehension
<i>LR</i>	Literary Responses and Analysis
<i>LS</i>	Listening and Speaking Strategies
<i>LC</i>	Language Conventions
<i>FW</i>	Reading/Language Arts Framework

**Listening and Speaking
Grade K**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> •Demonstrates strategies of a proficient listener and speaker, with flexibility appropriate to varying audiences and purposes. 	<ul style="list-style-type: none"> •Shares information and ideas using an audible voice during daily informal and academic conversations, and is able to speak in complete coherent sentences as appropriate to the academic task. <i>Comprehension 1.2</i> •Listens and responds to spoken messages. Understands and follows classroom directions/routines. <i>Comprehension 1.1</i> 	<ul style="list-style-type: none"> •Hesitant or reluctant to join in during informal and academic classroom conversations. Little or no attention to other students' comments or ideas. May provide single word responses to literal questions. May need support in responding to inferential/applied questions. •May require multiple repetitions, extended time, and additional visual and physical supports to follow and negotiate classroom directions and routines. 	<ul style="list-style-type: none"> •Does not speak in class. •Does not attend to speaker.
<i>Applications</i>	<ul style="list-style-type: none"> •Demonstrates applications of a proficient listener and speaker, and self-initiates unique, authentic applications. 	<ul style="list-style-type: none"> •Describes people, places, things, locations and actions during daily informal and academic conversations. <i>Applications 2.1</i> •Recites a repertoire of rhymes, poems, and songs. <i>Applications 2.2</i> •Relates an experience or creative story in a logical sequence, so that the listener understands the story or experience. <i>Applications 2.3</i> 	<ul style="list-style-type: none"> •May "label" without describing. Descriptions may be limited to simple concrete qualities. •May join in for portions of rhymes, poems, songs during repetitive recitations, re-enactments and re-readings. •Stories may be difficult to understand due to insufficient information or over-reliance on a simple sequential retell. 	<ul style="list-style-type: none"> •Does not participate in classroom discussions. •Does not share stories or personal experiences.
<i>Conventions</i>	<ul style="list-style-type: none"> •Demonstrates conventions of a proficient listener and speaker with flexibility appropriate to audience and purpose. 	<ul style="list-style-type: none"> •Uses appropriate pragmatic features of discourse (i.e., volume, gestures, expression, etc.) •Sentence structures and grammar are continuously emerging, and errors do not interfere with meaning. <i>Written and Oral Conventions 1.0</i> 	<ul style="list-style-type: none"> •Confusions with standard English conventions interfere with understanding. •Speech/Language may be difficult to understand. 	<ul style="list-style-type: none"> •Does not use English language conventions.

**Listening and Speaking
Grade 1**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> ▪Demonstrates strategies of a proficient listener and speaker, with flexibility appropriate to varying audiences and purposes. 	<ul style="list-style-type: none"> ▪Engages as an attentive, responsive, and interactive listener, and stays on topic during daily academic conversations. <i>Comprehension 1.1 Organization/Delivery 1.4</i> ▪Resolves confusions about spoken messages or read-aloud text by asking authentic questions for clarification. <i>Comprehension 1.2</i> ▪Follows, plans and gives classroom directions/routines. <i>Comprehension 1.3</i> ▪Uses descriptive words to tell about people, places, things and events. <i>Organization/Delivery 1.5</i> 	<ul style="list-style-type: none"> ▪May attend passively to spoken messages and read texts. May attend minimally to other students' comments or ideas. Diverts from topic. ▪May accept or disregard confusions. May ask formulaic, contrived questions. ▪May require multiple repetitions, extended time, and additional visual supports to follow and negotiate classroom routines. ▪Labels, or provides limited description. 	<ul style="list-style-type: none"> ▪Does not speak in class. ▪Does not attend to speaker.
<i>Applications</i>	<ul style="list-style-type: none"> ▪Demonstrates applications of a proficient listener and speaker, and self-initiates unique, authentic applications. 	<ul style="list-style-type: none"> ▪Recites and shares an expanding repertoire of rhymes, poems, songs and stories. <i>Applications 2.1</i> ▪Shares stories by discussing how the author presents characters, settings, and events. Responds appropriately to the listener. <i>Applications 2.2</i> ▪Relates an event, story or experience of personal importance in a logical manner. <i>Applications 2.3</i> ▪Provides descriptions that include appropriate sensory detail. <i>Applications 2.4</i> 	<ul style="list-style-type: none"> ▪May join in for portions of rhymes, poems, songs during repetitive recitations. May join in during text discussions and re-readings of familiar stories. ▪Sharing of stories may be limited to answering literal questions. May need support in responding to inferential/applied questions. May share stories in a way that is confusing to the listener. ▪Hesitant or reluctant to share. May share only major events. May provide insufficient information/organization for the listener to understand. May be limited to a simple sequential retell. ▪Descriptions may be limited to simple or concrete qualities. 	<ul style="list-style-type: none"> ▪Does not participate in classroom discussions. ▪Does not share stories or personal experiences.
<i>Conventions</i>	<ul style="list-style-type: none"> ▪Demonstrates conventions of a proficient listener and speaker, with flexibility appropriate to audience and purpose. 	<ul style="list-style-type: none"> ▪Uses appropriate pragmatic features of discourse (volume, gestures, expression, etc.) ▪Sentence structure/grammar errors are minor and do not interfere with meaning. <i>Written and Oral Conventions 1.0</i> 	<ul style="list-style-type: none"> ▪Confusions with standard English conventions interfere with understanding. ▪Speech/language may be difficult to understand. 	<ul style="list-style-type: none"> ▪Does not use English language conventions.

**Listening and Speaking
Grade 2**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> ▪Demonstrates strategies of a proficient listener and speaker, with flexibility appropriate to varying audiences and purposes. 	<ul style="list-style-type: none"> ▪Determines the purpose of listening to a message and responds appropriately to obtain information, solve problems, enjoy a story, or various other purposes/applications. <i>Comprehension 1.1</i> ▪Paraphrases comments made by others, and asks for clarification or explanation as needed to enhance understanding during daily academic conversations. <i>Comprehension 1.2, 1.3</i> ▪Follows, plans and gives classroom directions/routines. <i>Comprehension 1.4</i> ▪Organizes presentations for delivery with a clear focus and supportive facts/details. <i>Organization/Delivery 1.5, 1.9</i> ▪Logically recounts stories and experiences and articulates the impact of characters, setting and plot. <i>Organization/Delivery 1.7, 1.8</i> 	<ul style="list-style-type: none"> ▪May confuse the purpose of a spoken messages or read-aloud text (i.e., fictitious, factual, explanatory). ▪May be hesitant to speak during whole class, small group or partner discussions. May give formulaic responses rather than engaging in authentic conversation and problem-solving. ▪May require multiple repetitions, extended time, and additional visual supports to negotiate classroom routines. ▪May present information as random facts. ▪May omit important information in recounting stories or experiences. May be limited to a simple sequential retell. 	<ul style="list-style-type: none"> ▪Does not speak in class. ▪Does not attend to speaker.
<i>Applications</i>	<ul style="list-style-type: none"> ▪Demonstrates applications of a proficient listener and speaker and self-initiates unique, authentic applications. 	<ul style="list-style-type: none"> ▪Logically recounts experiences and presents stories. <i>Applications 2.1a</i> ▪Describes/discusses/analyzes character(s) within a story in a way that shows understanding of the story and the role of the character(s). <i>Applications 2.1b</i> ▪Describes setting(s) and plot(s) within stories in a way that shows relevance of setting(s) to plot(s) in grade level texts. <i>Applications 2.1b</i> ▪Reports on a topic with facts and details drawn from several sources of information. <i>Applications 2.2</i> 	<ul style="list-style-type: none"> ▪May tell part of an experience or story with insufficient information for the listener to understand. ▪May identify character(s) or give a literal retell of a character's actions/words with insufficient understanding or interpretation of the character. ▪May identify setting without recognizing relevant connections to the plot. May not recognize complexities of plots/sub-plots in grade-level texts. ▪May report from a single source representing a limited perspective about a topic. 	<ul style="list-style-type: none"> ▪Does not participate in classroom discussions. ▪Does not deliver oral reports.
<i>Conventions</i>	<ul style="list-style-type: none"> ▪Demonstrates conventions of a proficient listener/speaker with flexibility appropriate to audience and purpose. 	<ul style="list-style-type: none"> ▪Uses appropriate pragmatic features of discourse (i.e., pacing, volume, gestures, expression, etc.) <i>Organization/Delivery 1.6</i> ▪Sentence structure and grammar errors are minor and do not interfere with meaning. <i>Written and Oral Conventions 1.0</i> 	<ul style="list-style-type: none"> ▪Confusions with standard English conventions interfere with understanding. ▪Speech/language may be difficult to understand. 	<ul style="list-style-type: none"> ▪Does not use English language conventions.

**Listening and Speaking
Grade 3**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> •Demonstrates strategies of a proficient listener/speaker, and initiates pragmatic adjustments appropriate to varying audiences and purposes. 	<ul style="list-style-type: none"> •Restates or explains what has been said by another speaker, adding insight/ideas and responding with appropriate elaboration during daily academic conversations. <i>Comprehension 1.1, 1.2, 1.3</i> •Uses musical elements of literary language (i.e., rhyme, alliteration, onomatopoeia) to enhance comprehension. <i>Comprehension 1.4</i> •Expresses major point(s) or central idea(s) in a logical manner using clear, specific language and vocabulary, and enhancing as appropriate with visuals/props. <i>Organization/Delivery 1.5, 1.6, 1.7, 1.8</i> •Poetry and prose is read with appropriate intonation and vocal patterns. <i>Organization/Delivery 1.9</i> •Compares ideas and points of view in media/texts and makes determinations about opinions and verifiable facts. <i>Analysis 1.10, 1.11</i> 	<ul style="list-style-type: none"> •Limited attention to the contributions of other speakers. Responses during daily academic conversations may be formulaic or inappropriate. •Does not attend to or is confused by rhythmic/musical elements of literary language. •May express ideas randomly, with limited organization. May use vague, nonspecific language or vocabulary. •Poetry and prose is read in a monotone or in halting phrases. •May have difficulty with varying points of view, or distinguishing opinions from facts. 	<ul style="list-style-type: none"> •Does not speak in class. •Does not attend to speaker.
<i>Applications</i>	<ul style="list-style-type: none"> •Demonstrates applications of a proficient listener/speaker, and self-initiates unique, authentic applications. 	<ul style="list-style-type: none"> •Delivers brief narrative presentations providing a context and insight into why an incident is significant and memorable, using well-chosen details to develop characters, setting and plot. <i>Applications 2.1a, 2.1b, 2.1c</i> •Plans and presents dramatic interpretations (events, stories, poems, plays) with clear diction, pitch, tempo and tone, enhanced with appropriate props. <i>Applications 2.2</i> •Presents descriptive, unified impressions of people, places, things, and events with concrete sensory details. <i>Applications 2.3</i> 	<ul style="list-style-type: none"> •Narrative presentations and discussions may be limited to retelling with little context or insight. •Dramatic presentations may be inaudible, hesitant or lacking inflection. •Descriptive presentations may be limited to simple labeling or random recall of features. 	<ul style="list-style-type: none"> •Does not participate in classroom discussions. •Does not deliver oral presentations
<i>Conventions</i>	<ul style="list-style-type: none"> •Demonstrates conventions of a proficient listener/speaker with flexibility appropriate to audience and purpose. 	<ul style="list-style-type: none"> •Uses appropriate pragmatic features of discourse (i.e., pacing, volume, gestures, expression). •Sentence structure and grammar errors are minor and do not interfere with meaning. <i>Written and Oral Conventions 1.0</i> 	<ul style="list-style-type: none"> •Confusions with standard English conventions interfere with understanding. •Speech/language may be difficult to understand. 	<ul style="list-style-type: none"> •Does not use English language conventions.

**Listening and Speaking
Grade 4**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> ▪Demonstrates strategies of a proficient listener/speaker, and initiates pragmatic adjustments appropriate to varying audiences and purposes. ▪Actively seeks out diverse perspectives. 	<ul style="list-style-type: none"> ▪Asks thoughtful questions, responds with appropriate elaboration, and summarizes major ideas with supporting evidence in daily academic conversations. Identifies and uses knowledge about sayings and expressions that reflect regions and cultures. <i>Comprehension 1.1, 1.2, 1.3</i> ▪Provides precise directions and instructions. Effectively emphasizes important points and uses details, examples, anecdotes or experiences to explain and clarify for the listener. <i>Comprehension/Organization/Delivery 1.4, 1.7, 1.8</i> ▪Presents effective introductions, conclusions and organizational structures in the delivery of formal oral presentations. <i>Organization/Delivery 1.5, 1.6</i> ▪Evaluates the role of media/texts in focusing attention on events and in forming opinions on issues. <i>Analysis 1.10</i> 	<ul style="list-style-type: none"> ▪Hesitant to speak in class. Gives short answers and expresses ideas, but may not elaborate or provide evidence. May be confused by expressions and sayings. ▪Instructions may have a beginning sense of organization. May have limited or formulaic strategies to explain and clarify. ▪Introduction, conclusion, organizational structure are absent or insufficient in formal oral presentations. ▪Expresses little or no evaluative opinion about texts or news media. 	<ul style="list-style-type: none"> ▪Does not speak in class. ▪Does not attend to speaker.
<i>Applications</i>	<ul style="list-style-type: none"> ▪Demonstrates applications of a proficient listener/speaker, and self-initiates unique, authentic applications. 	<ul style="list-style-type: none"> ▪Delivers/discusses narrative presentations (i.e., outlined/referenced from own written texts), relating ideas or recollections about an event within a context that enables the listener to imagine the event, and providing insight into why the event is memorable. <i>Applications 2.1a, 2.1b, 2.1c, and p. 106</i> ▪Delivers/discusses informational presentations (i.e., outlined/referenced from own written texts), that frame a key question, include significant facts/details and incorporate more than one source of information. <i>Applications 2.2a, 2.2b, 2.2c and p. 106</i> ▪Delivers summary of an article or book that demonstrates understanding of the text by relating the main idea and most significant details. <i>Applications 2.3</i> ▪Recites poems, soliloquies or dramatic dialogues using clear diction, tempo, volume and phrasing. <i>Applications 2.4</i> 	<ul style="list-style-type: none"> ▪Narrative presentations and discussions may be limited to static retelling of stories with little cohesion, context or insight. ▪Informational presentations and discussions may reflect focus on isolated facts or details. ▪May attempt to summarize articles or books by using a simple retell, or recall of isolated details. ▪May recite in a flat, monotone voice with little variation or inflection. 	<ul style="list-style-type: none"> ▪Does not participate in classroom discussions. ▪Does not deliver oral presentations
<i>Conventions</i>	<ul style="list-style-type: none"> ▪Demonstrates conventions of a proficient listener/speaker with flexibility appropriate to audience/purpose. 	<ul style="list-style-type: none"> ▪Uses appropriate volume, pitch, phrasing, pace, modulation and gestures to enhance meaning. <i>Organization/Delivery 1.9</i> ▪Sentence structure and grammar errors are minor and do not interfere with meaning. <i>Written and Oral Conventions 1.0</i> 	<ul style="list-style-type: none"> ▪Confusions with standard English conventions interfere with understanding. ▪Speech/language may be difficult to understand. 	<ul style="list-style-type: none"> ▪Does not use English language conventions.

**Listening and Speaking
Grade 5**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> ▪Demonstrates strategies of a proficient listener/speaker, and initiates pragmatic adjustments appropriate to audience and purpose, ▪Actively seeks out diverse perspectives. 	<ul style="list-style-type: none"> ▪Interprets verbal and non-verbal messages, purposes, and perspectives, asks questions to seek new information not yet discussed, and makes inferences or draws conclusions during oral reports and daily academic conversations. <i>Comprehension 1.1, 1.2, 1.3</i> ▪Modifies own written texts for oral presentation. Selects focus, structure and point of view, and supports ideas with evidence. <i>Instructional Design #10, 11 p. 125; Organization/Delivery 1.4, 1.5</i> ▪Analyzes media as a source. Critiques techniques and recognizes fallacies in media and oral presentations. <i>Analysis 1.7, 1.8</i> 	<ul style="list-style-type: none"> ▪May misread verbal or non-verbal messages, or confuse speaker's purpose or perspective. May not ask for information beyond a written text or oral presentation. ▪ Reads written text as an oral presentation, without making modifications to engage a live audience. ▪May accept media/oral reports/texts as presented, without challenging the inferences or conclusions presented. 	<ul style="list-style-type: none"> ▪Does not speak in class. ▪Does not attend to speaker.
<i>Applications</i>	<ul style="list-style-type: none"> ▪Demonstrates applications of a proficient listener/speaker, and self-initiates unique, authentic applications. 	<ul style="list-style-type: none"> ▪Modifies own written narrative text for oral presentation. Delivers narrative presentations establishing a situation, plot, point of view, setting and using descriptive words/phrases to show the listener what happens. <i>Applications 2.1a, 2.1b</i> ▪Modifies own written informational text for oral presentation. Delivers informative presentations about an important issue, event or idea. Frames questions that direct the investigation, establishes a topic or controlling idea, and develops the topic with facts, details, examples and explanations. <i>Applications 2.2a, 2.2b, 2.2c</i> ▪Modifies own written response to literature for oral presentation. Delivers oral responses to literature, summarizing the significant events and details. Expresses several ideas, images and insights communicated by the literary work, demonstrating understanding, and citing examples from the text to support conclusions and interpretations. <i>Applications 2.3a, 2.3b, 2.3c</i> 	<ul style="list-style-type: none"> ▪Establishment of situation, plot, point of view or setting (in narrative presentations) may be insufficient for a listener to understand the story. ▪Facts, details, examples and explanations provided (in informational presentations) may not cohesively support the controlling idea of the investigation. May have difficulty establishing a key question for investigation. ▪Events/details cited from a text (in oral response to literature) may be isolated or disconnected. Conclusion may not represent sufficient insight or synthesis of the ideas, events, or images in the literary work. 	<ul style="list-style-type: none"> ▪Does not participate in classroom discussions. ▪Does not deliver oral presentations
<i>Conventions</i>	<ul style="list-style-type: none"> ▪Demonstrates conventions of a proficient listener/speaker with flexibility appropriate to audience and purpose. 	<ul style="list-style-type: none"> ▪ Engages audience with appropriate verbal cues, expressions and gestures. <i>Organization/Delivery 1.6</i> ▪Sentence structure and grammar errors are minor and do not interfere with meaning. <i>Written and Oral Conventions 1.0</i> 	<ul style="list-style-type: none"> ▪Confusions with standard English conventions interfere with understanding. ▪Speech/language may be difficult to understand. 	<ul style="list-style-type: none"> ▪Does not use English language conventions.

**Listening and Speaking
Grade 6**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> ▪Demonstrates strategies of a proficient listener/speaker, and initiates pragmatic adjustments appropriate to audience and purpose. ▪Actively seeks out diverse perspectives. 	<ul style="list-style-type: none"> ▪Analyzes and evaluates the speaker’s use of verbal and nonverbal communication, rhetorical devices, and persuasive and propaganda techniques. <i>Listening/Speaking 1.1, 1.2, 1.8, 1.9</i> ▪Selected focus, organizational structure, point of view and vocal modulation are appropriate to the content, purpose, message, and audience. Emphasis of salient points, detailed evidence, visual displays and tone support the main concepts and sustain audience interest/attention. <i>Listening/Speaking 1.4, 1.5, 1.6</i> ▪Intentionally includes rhetorical devices (i.e., cadence, repetitive pattern, alliteration, parallelism) to enhance intent and effect. <i>Listening/Speaking 1.8</i> 	<ul style="list-style-type: none"> ▪May not recognize intent and effect of rhetorical devices or misleading information. ▪May create oral presentations that lack organization or coherence, or do not consider audience background and interests. ▪May require additional explicit examples of rhetorical devices to use as models in oral presentations. 	<ul style="list-style-type: none"> ▪Does not speak in class. ▪Does not attend to speaker.
<i>Applications</i>	<ul style="list-style-type: none"> ▪Demonstrates applications of a proficient listener/speaker, and self-initiates unique, authentic applications. 	<ul style="list-style-type: none"> ▪Creates and delivers oral narrative presentations that establish context, plot and point of view, include sensory details and concrete language to develop plot and character, and use a range of narrative devices to create mood. <i>Listening/Speaking 2.1 a/b/c</i> ▪Creates and delivers oral response to literature presentations with careful interpretation and insight , organizing around several clear ideas, and justifying the interpretation through examples and textual evidence. <i>Listening/Speaking 2.3 a/b/c</i> ▪Creates and delivers oral informative presentations posing relevant questions sufficiently limited in scope for a thorough investigation, using facts, details, examples and explanations from multiple authoritative sources to develop the topic. <i>Listening/Speaking 2.2 a/b</i> ▪Creates and delivers persuasive presentations with a clear position statement, relevant evidence and logical sequence. <i>Listening/Speaking 2.4 a/b/c</i> ▪Embeds problem and solution organizational pattern within a persuasive or informative oral presentation, theorizing on causes and effects, establishing connections between the defined problem and proposed solutions, and offering persuasive evidence to validate the problem and solution(s). <i>Listening and Speaking 2.5 a/b</i> 	<ul style="list-style-type: none"> ▪May require additional explicit examples of narrative devices used to create mood. ▪May have difficulty synthesizing ideas within a text or selecting supporting text evidence. ▪May have difficulty selecting and synthesizing relevant ideas from multiple sources. ▪May require additional explicit modeling and instruction in supporting an argument, and determining appropriate rebuttals to counter arguments and alternative positions. ▪May have difficulty organizing information for presentation. 	<ul style="list-style-type: none"> ▪Does not participate in classroom discussions. ▪Does not deliver oral presentations.
<i>Conventions</i>	<ul style="list-style-type: none"> ▪Demonstrates conventions of a proficient listener/speaker with flexibility appropriate to audience and purpose. 	<ul style="list-style-type: none"> ▪Uses effective rate, volume, pitch and tone, aligns nonverbal elements to sustain audience interest and attention. Engages the listener and fosters acceptance of a proposition or proposal. <i>Listening and Speaking 1.7, 2.4d</i> ▪Sentence structure and grammar errors are minor and do not interfere with meaning. <i>Written and Oral Conventions 1.0</i> 	<ul style="list-style-type: none"> ▪Confusions with standard English conventions interfere with understanding. ▪Speech/language may be difficult to understand. 	<ul style="list-style-type: none"> ▪Does not use English language conventions.